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ABSTRACT

The documents contained in this publication are the official standards and procedures for program approval of educational personnel preparation in the state of Vermont. (MM)

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FIELD TRIAL EDITION

STATE OF VERMONT
DEPARTMENT OF EDUCATION
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05602

PROGRAM APPROVAL STANDARDS AND PROCEDURES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Teacher and Continuing Education,
Research and Development

Director: Robert B. Vail
Assistant Director: Henry S. Bissex

SP 011 116

January, 1977

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*Note: To prevent duplication of criteria expressed in the Vermont Standards (15 questions), only sections III 3.4, ff (pg. 20, ff) of the NASDTEC document are used.

Section III 3,4 begins the description of standards for teaching specialities. Further, Chapters IV, V, and VI should be noted as specifically included.

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INTRODUCTION

The documents contained in this publication are the official standards and procedures for Program Approval of teacher* preparation in the State of Vermont.

Statutory authority derives from Title 16 Section 164 (5), which gives the State Board of Education the authority over certification and qualifications of public school teachers, and from Section 2043, which empowers the State Board of Education to enter into multilateral interstate contracts for the mutual exchange of certificates of educational personnel. Under the current contracts authorized by this section, the standards to be used are not specified; but there is specified an on-site visit to be made at least once every five years.

In the Interstate Compact the standards as well as the details of the visit are left up to the several states. Through the executive officers of the Interstate Certification Compact and its Board of Contract Administrators, which is drawn from the membership of the National Association of Directors of Teacher Certification, there is considerable exchange of information. States learn through these agencies whether or not they wish to continue contract with any particular state. The twenty-eight states shown on the map following this introduction presently contract with the State of Vermont.

Note: The term "teacher" through this document is equivalent to the term "educational personnel" as defined in Vermont statute. The term includes all those conventionally classified as professional employees. Paraprofessionals are not included in program approval evaluations. There is no interstate recognition of paraprofessional certification.

Fundamentally, the standards exist to help visiting committees find the answers to two questions:

1. Are only competent beginning teachers recommended for certification by this program?

2. How may this program's strengths be increased?

All the details and criteria that follow, both in the Standards and in the documents specifying the process, are designed to help answer those questions.

In answering the first question the committee looks for substantial compliance with standards. The committee's action may be to

(1) omit to endorse a program for approval

(2) endorse for approval provided the institution meets recommendations pertaining to standards compliance

(3) endorse for approval with certain suggestions that the institution is asked to consider

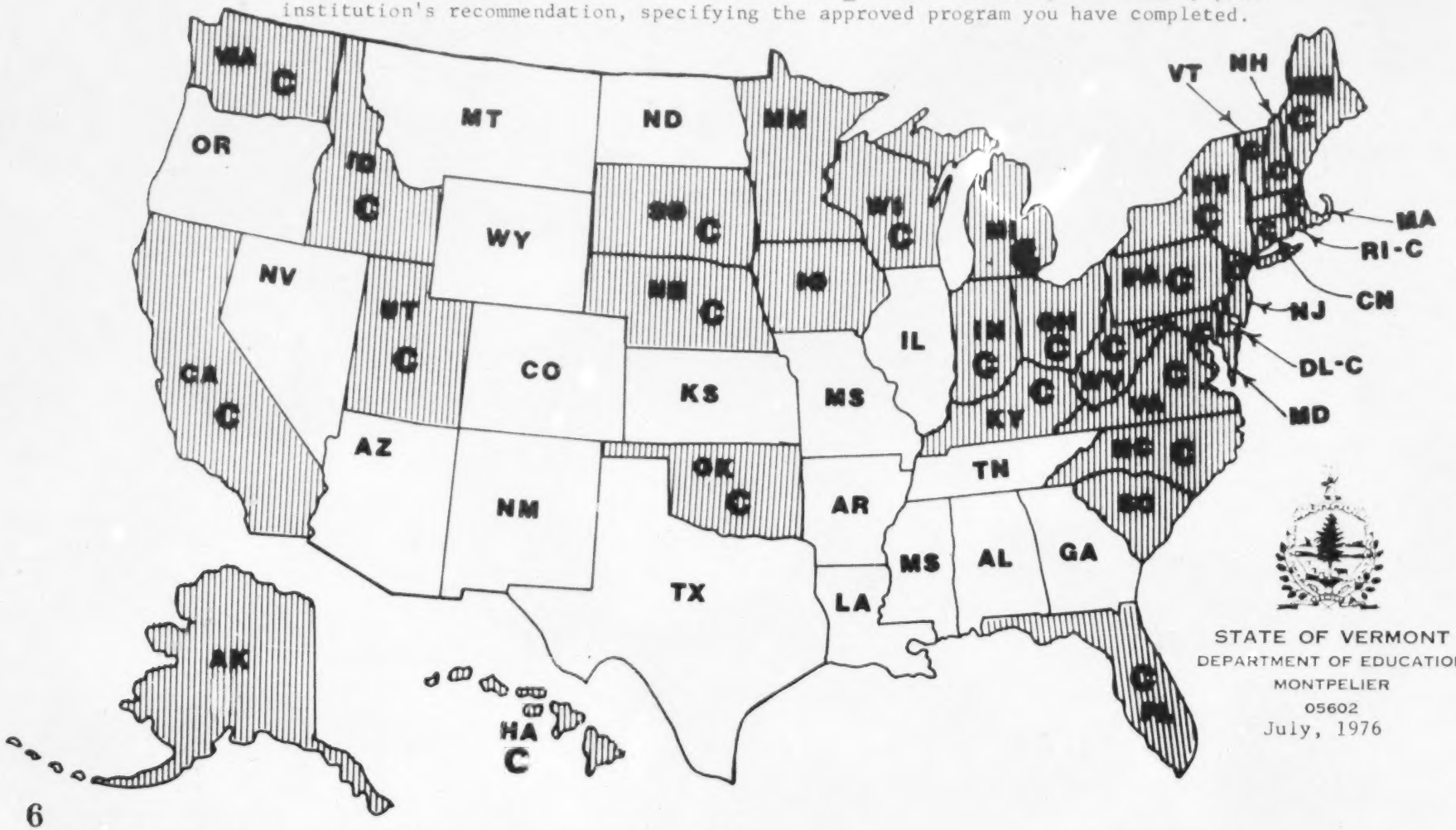
(4) endorse for approval.

In answering the second question, the committee looks to the standards (especially the institution's statements and the Vermont Standards) and to the experience of its members.

Further details are found in the material that follows.

INTERSTATE CERTIFICATION PROJECT

Students: has Vermont State Department of Education approval of specific teacher preparation programs. Your completion of Vermont's application for certification will assure certification in the states marked C. Your transcript must carry your institution's recommendation, specifying the approved program you have completed.



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July, 1976

6

7

States that have signed with Vermont for the exchange of beginning and experienced teachers' certificates:

1. California
2. Connecticut
3. Deleware
4. Florida
5. Hawaii
6. Idaho
7. Indiana
8. Kentucky
9. Maine
10. Maryland
11. Massachusetts
12. Michigan
13. Nebraska
14. New Hampshire
15. New Jersey
16. New York
17. North Carolina
18. Ohio
19. Oklahoma
20. Pennsylvania
21. Rhode Island
22. South Dakota
23. Utah
24. Virginia
25. Washington
26. West Virginia
27. Wisconsin
28. District of Columbia

TO: Graduates of Vermont State Department of Education Approved Teacher Preparation Programs

FROM: Certification Office, Vermont Department of Education

A graduate of a State-approved teacher preparation program, whether or not a Vermont resident, is entitled to an initial Vermont Teacher's Certificate. This certificate may be used to obtain an initial certificate in the states marked on the reverse map, except where receiving states have advanced degree requirements for that certificate.

Approved programs only are transferable. Recent graduates with minors leading to Vermont certification qualify for interstate certification only if State Department of Education Approved Programs were completed.

Experience requirements for Vocational Education teachers, administration certificates and some other specialties vary from state to state and may be barriers to certification exchange.

Page 16, "REGULATIONS GOVERNING THE CERTIFICATION OF EDUCATIONAL PERSONNEL" July 1, 1971:

F. CERTIFICATION OF NON-RESIDENTS AND ALIENS

"Non-residents and aliens who are qualified teachers are welcome in the State but certificates are issued to non-residents and aliens only when they have been engaged to teach in Vermont. All such certificates are valid for one year, subject thereafter to regular renewal provisions. The certificates of teachers who have left the state can be considered for renewal only when said teachers have been engaged to teach again in Vermont."

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PROGRAM APPROVAL STANDARDS

Comment: The Use of Standards

Vermont's program approval policy is one of encouraging variety in teacher education programs and in helping institutions reach their own highest goals for their work with future teachers. Standards are a basis for this activity, a means to an end. Standards alone are too static on the one hand and too concerned with quantitative minimums on the other.

Vermont's use of standards is best seen as a checks and balances system, guarding against favoring any one kind of institution or any one style of teacher preparation. The system attempts to prevent insensitive, mechancical application of standards at the same time assuring the public that standards do exist and are impartially applied.

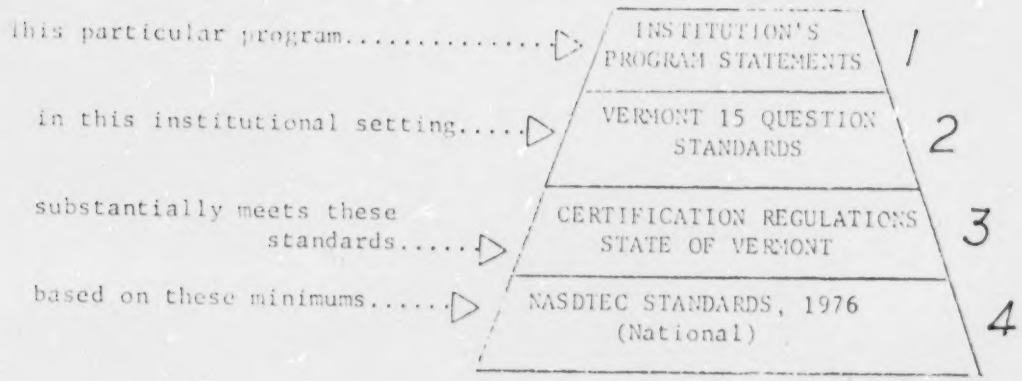
Thus we use NASDTEC standards and our Certification Regulations, but we also use Program Statements prepared by the institutions being evaluated, and our "15 Questions" Vermont Standards. These last two act to bring out program strengths and function in weighting the more conventional standards. All of these four sets of standards, together with the form of data gathering and report writing, allows the committee to make professional suggestions about programs as well as professional judgments about standards compliance.

The Vermont system is frankly a hybrid between the consulting and the standards-applying functions.

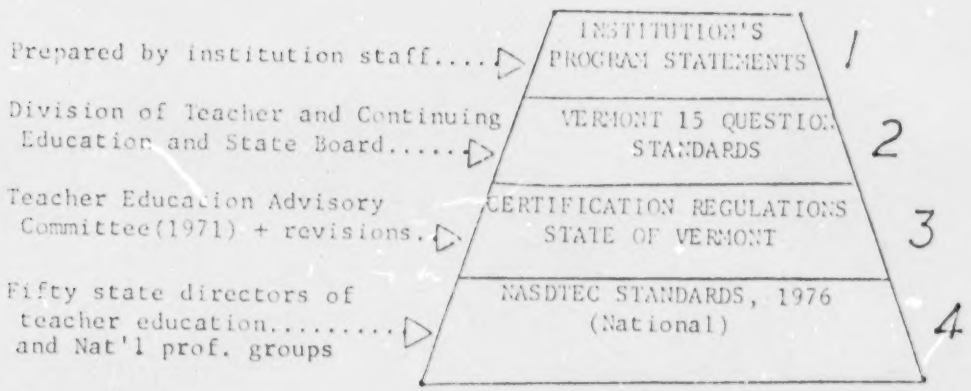
Comment

Interrelationship, Origin, and Weighting of Standards

The inter-relationship of the standards



Where they come from


Prepared by institution staff....
Division of Teacher and Continuing Education and State Board.....
Teacher Education Advisory Committee(1971) + revisions.
Fifty state directors of teacher education..... and Nat'l prof. groups
INSTITUTION'S PROGRAM STATEMENTS
1
VERMONT 15 QUESTION STANDARDS
2
CERTIFICATION REGULATIONS STATE OF VERMONT
3
NASDTEC STANDARDS, 1976 (National)
4

Weighting of standards

The weighting of the standards is the chief focus of committee-work at the time of the on-site visit. Program statements are the main basis of such weighting, along with program strengths ascertained by the visiting committee. Thus the work of the committee is to consider the effect of exceeding one standard on marginal compliance with another. E.g., high standards of admission may compensate for a marginal guidance system.

Self-Study and Other Documents

There are four parts to instituional document preparation for the on-site visit.

1. Program Statements

   This is a statement of each program's intent, emphasis and limitation. The statement is an important part of the standards to be applied in program evaluation because it is the intent of program approval evaluation visits not merely to apply standards designed by others, but also to hold the institution to its own best image of itself. The statements may be seen as supplementary to catalog statements where students find requirements and descriptive material.

   There are only three guidelines for form and content of these statements. The first is that the version prepared for the committee should be a public document, published for students as well as staff. The second is that the statements make clear the strengths of the program, especially distinctive characteristics, that may be used by the visiting committee in the weighting of standards in a way consistent with the intent of the program. The third is that the document be brief, a page or two, if possible.

2. Responses to the 15 Questions (Vermont Standards, pp. 4, 5)

   Some of these questions are program-specific, but others require official institutional participation. Answers should be brief as possible and largely limited to factual material.

3. Documents already in print describing each program.

   Materials given to students, catalogs, department statements, brochures, announcements.

4. Other reports.

   The latest New England Association of Schools and Colleges report should be available, as should recent reports from department heads to the faculty and other governing bodies. These documents are to be available in the committee room on campus at the time of the visit.

Only 1 and 2 are specially prepared for the committee. Our intent is to reduce the paper work at your end to the absolute minimum consistent with a fair picture of the programs being evaluated. If you feel that this practice is prejudicial to any program, prepare whatever supplementary statements you feel would be helpful.

Vermont Standards for the
Evaluation of Teacher Education Programs

To what extent did you find:

1. Evidence that the institution has a philosophical and financial commitment to teacher preparation?

2. Evidence of faculty effort to re-examine the roles of teachers and learners?

3. Evidence that the students know the competency statements that are the basis of evaluation of their performance?

4. Evidence of a screening procedure that is both humane and effective in "advising out" students who should not be in teaching?

5. Evidence that the faculty and students are familiar with state mandates and policies directly affecting teacher preparation?

6. Evidence that master teachers from the public schools are being used in campus courses or seminars?

7. Evidence that placement of student teachers is based on the training needs of the students?

8. Evidence that the cooperating teachers receive orientation and training?

9. Evidence that there is a process for identifying masterful teachers to serve as cooperating teachers?

10. Evidence that supervision promised to the student is being delivered?

11. Evidence that the institution and the school staffs have cooperated to develop a plan for the practicum?

12. Evidence that student teachers and their institution supervisors have frequent seminars devoted to the practicum?

13. Evidence that the college is actively involved in assisting school districts in inservice staff development, e.g.: Local Evaluation Agency programs, consulting, graduate programs?

14. Evidence that the students know the roles of cooperating teachers and institutional supervisors in evaluation?

15. Evidence that the institution has a follow-up procedure designed to help the beginning teacher as well as to provide feedback for program evaluation?

Guide for use of the Vermont Standards

These comments are illustrative, not exhaustive, and are meant to clarify the intent of the standards.

In all standards consider negative as well as postive evidence.

1. Philosophical commitment is expressed by those responsible for the program, but statements by other staff whose attitudes affect the program are also important. Do the institution's statements in the catalog and other official documents match the commitment expressed to the committee? For financial commitment the following standards from the NASDTEC standards of 1976 is to be used.

Detail of second part of standard #1 (Vermont Standards)

Financial resources for the accomplishment of announced purposes must be available, and current income for both public and private institutions must be such as to enable an institution to carry on its proposed work. In determining the financial condition of an institution, emphasis shall be given to the income available for teacher education purposes and the manner in which that income is expended.

A. The institution shall operate on a budget prepared in accordance with sound financial and educational practice and shall issue an annual financial statement giving a clear and accurate picture of its financial status. The financial statement shall be audited by a qualified outside agency.

B. The institution shall provide financial reports that clearly reveal the relative amounts as compared to other programs expended in teacher education for instruction, administration, maintenance, equipment, supplies, library, student activities, capital outlay, and debt service.

C. The financial records shall be kept in such a form that the economic status of the institution may be readily determined.

2. Seriousness of investigation of variations on the present-assign-study- recite model of learning may be variation of teaching models offered by the faculty. Other evidence?

3. Students must be interviewed to determine the evidence on this point. Publications distributed to students are also important sources, as are provisions for presentation of competencies information.

4. All admissions practices and all program elements have some bearing on helping students and faculty decide about continuation in a teacher preparation program. Typically, early experiences and counseling arrangments play a part in this important matter. Ask individual students about their experience.

5. The state's business is policy, but it is not the business of the institution to keep up with all of it. Therefore, the state must show that it communicated with the institution about the relevant mandate or policy. Currently (January, 1977) the state has mandated competencies for high school graduation, has recommended competencies for all teachers with regard to reading, may make recommendations with regard to special education for all teachers, has a policy on metric education, and legal education. Whether the institution is taking these matters sufficiently into account is a matter for sensitive investigation.

6. The institution's attitude toward accomplished practitioners is an important index of depth of commitment to the careers of its students. Teaching is an art and science strongly conditioned by the context in which it is practiced. How does this institution identify the more successful practitioners in the area? What use do they make of these people?

7. A negative criterion would be that the student goes wherever he wishes, or that the institution places him in the school from which he graduated, as a matter of common practice. Placement in more than one institution is not necessarily productive, but may be evidence of the intent of the institution to relate placement to needed experience.

8. Publications and appointment calendars will tell this story.

9. The institution's criteria for master teachers does not need to agree with the committee's, but there should be some criteria in use. They may very well not be in print, and their being in print may or may not be important.

10. Enough of the students must be interviewed on this point to get a significant sample. The faculty should have an opportunity to comment on the evidence collected in this manner.

11. Unilateral decisions by one institution about the role of another is generally paternalistic and unproductive. If an institution has not involved the schools in the design of the practicum, the effectiveness of the design should be checked with the public school staff.

12. Willingness to provide time for the analysis of the practicum is an indicator of the seriousness with which the institution regards the practicum. The "seminars" may take any form, conventional or unconventional, group or individual. The function of the "seminar" is the analysis of experience. Is it happening?

13. Relevance to the school district and variety are important here. This cannot be a top priority for small programs, and, in general, the smaller the program, the more informal the system. Ask the schools.

14. This item comes from some experience with bad communication with students about what the institution has agreed on with the cooperating teacher. An institution that asks cooperating teachers what they think and then vetoes it if it does not agree has not asked the cooperating teacher to do anything. Ask cooperating teachers, too.

15. Most institutions have some kind of follow-up of graduates. Find out how the information is fed into policy making situations.

STATE OF VERMONT
DEPARTMENT OF EDUCATION
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PROGRAM APPROVAL PROCEDURES

FIELD TRIAL EDITION

STATE DEPARTMENT OF EDUCATION

Division of Teacher and Continuing Education

Research and Development

PROGRAM APPROVAL
of
TEACHER EDUCATION PROGRAMS
in
VERMONT INSTITUTIONS

INSTRUCTIONS
for the
COMMITTEE MEMBERS

Director Robert B. Vail
Assistant Director Henry S. Bissex

January 1977

I. NATURE OF A VERMONT PROGRAM APPROVAL VISIT

You are not evaluating the institution as a whole; you are gathering information about one or more teacher education programs. You are not evaluating a department; you are looking at the preservice experiences that this institution provides for those students who plan to become public school teachers. These may seem like small differences, but they are crucial to the success of your contribution to this visit.

In order to be regarded as having teacher education programs that meet Program Approval standards, a program must in fact produce professional (beginning) teachers. Does the program in fact turn out professional beginning teachers? That is the major question your visit seeks to answer. Minimum hours, faculty credentials, facilities, are means to that end, not objectives in themselves.

It may help you to think in terms of the history of teacher education at the institution:

What were the origins of teacher education there?

Is there a plan for progress or change or development of the programs?

Who Plans?

At what point in the carrying out of the plan do you now find the programs?

II. PROGRAM STANDARDS USED FOR PROGRAM APPROVAL VISITS

Program Approval in Vermont seeks to cultivate variety of programs and program improvement, not primarily conformity to any set of standards. Therefore, the most important of the four bases for program approval is the program statement prepared by the institution. Use this to understand the program. Hold the institution to its own best intentions: quality not conformity is the object.

The second basis for program approval is the list of fifteen Vermont Standards representing current concerns and State Board interests. The institution has prepared answers to these questions so you will not need to gather specific data. Read their responses so that your own questions cover new ground.

The third basis is the Guidelines section of the Vermont Regulations.

The fourth basis for program approval is Standards for State Approval of Teacher Education, NASDTEC, 1976 edition. NASDTEC standards are reasonable minimums for conventional programs and they provide standards for innovative programs (Chapter V at the very end of the publications).

The section "Program Approval Standards" contains further information and the standards documents.

Important note: If the institution is being revisited, the previous report should be read and its recommendations should be checked for compliance.

III. WRITING THE REPORT: SPECIAL TERMINOLOGY DEFINED

A. OBSERVATIONS: The facts backing up your conclusions. What you saw, read, heard that leads to conclusions of two degrees of force. These are facts of program strengths as well as deficiencies.

B. SUGGESTIONS: What you or the committee conclude might be useful or beneficial as a change or for maintenance of program.

C. RECOMMENDATIONS: Conclusions reached by the committee consensus. What the institution must do to get program approval. No recommendations will be written after the committee leaves the site. All conclusions must have committee consensus if they are to be reported as "Recommendations," otherwise they will be reported as "Suggestions." No idea will be lost. Anything you wish said will be reported to the institution and to the State Board either as suggestions or recommendations. The institution is asked to respond to all noted deficiencies.

IV. WRITING THE REPORT: GENERAL PROCEDURE

A. Observations

Please write the "observation" section of your Report Sheets as carefully considered brief statements. It is preferable to have your report "choppy" than to have it the least bit unclear. The reports will never be used as examples of polished prose--but faculty members, deans, and presidents will read them to try to find out what you liked and didn't like. Tell them. An "observation" is a significant fact or set of facts that you wish to report about the program element that you evaluated. Refer to the Program Statements, to the 15 Questions, with the NASDTEC Standards as minimum essentials. Here is an example of an acceptable observation:

> "The Student Teaching Manual defines the responsibilities of cooperating teachers and student teachers. The twelve students I talked to had used it, but none of three cooperating teachers I spoke to knew it existed."

In order to write good observations, you must of course have accurate information. Here is an example of an observation that one evaluator put in his report:

> "English Composition classes average 30 students to a class."

On the face of it this is a fairly good observation. The only trouble is--it is wrong. The fact of the matter: The average number of students per class was 28.03; 8 classes had over 30 students; 25 classes had 30 or fewer students. The evaluator got his information from an instructor of one of the larger classes. The head of the department had the actual figures but the evaluator never asked her for them. You must not only ASK THE RIGHT QUESTIONS, but ASK THE RIGHT PERSONS, or IDENTIFY YOUR SOURCE.

Therefore, incorporate the source in the text of your observation. If the committee member had written. "One faculty member reported that classes average 30 students to a class," some time would have been saved.

During the visit, you should check your tentative observations with other team members, with faculty members.

B. Suggestions

This is the term used for ideas that you think the program might try out, or for ideas that you proposed as recommendations but that did not get committee consensus for one reason or another. Suggestions are potent sources of program improvement, and they are the chief avenue for the consulting functions of the visit. Committee consensus tends to be on matters needing improvement, on deficiencies and problems. Suggestions can focus on new ideas, on radical suggestions. Suggestions will be passed on to the institution and the institution will be asked to react. Both your suggestions and the reaction of the college will be passed on to the State Board as a part of the final report package.

C. Recommendations

Recommendations flow inevitably from observations. A recommendation (1) is based on one or more of your written observations, and (2) tells how the program element can be improved or maintained. Please write recommendations in a numbered list. Be specific, so the institutuion will know exactly what it must do or consider doing in order to improve the program element.

How would you rate this "recommendation" that one evaluator wrote in his final report?

> "The check list of specific experiences prepared by the supervisor has merit for both student teachers and cooperating teachers. It is both a guide and a motivation."

If you were on the staff of the institution being evaluated, what would you do to implement such a "recommendation"? It is, of course, not a recommendation. It might be an observation--if it is significant. Be sure to put nothing in a recommendation except the recommendation itself, and base it on one or more of your written observations. Here is an example of a good recommendation. It is brief, to the point, and tells what the college can do to improve an element of the program:

> "Add globes and cartographic equipment to the good map collection."

Here is another example of a good recommendation:

> "Keep the language laboratory open evenings and Saturday morning and encourage students to use it."

It is direct and tells exactly what to do to strengthen the program. It contains the measure of accomplishment.

If deficiencies or problems are global, the recommendation needs to be no less concrete, though the nature of the action will be less prescriptive as to outcome. For example, having observed that arts and sciences faculty interviewed had no knowledge of the education program and suspecting a negative attitude, the recommendation might be:

> "The appropriate faculty committee should consider an all-faculty resolution supporting the education program."

Recommendations that contain words like "should," "could," "might," give the institution a confused message. Is "might" veiled "must"? If you want to make a strong recommendation, don't use words such as these. The following recommendation is spongy. It might even have been omitted by the evaluator who report it in his report:

> "Thought might be given to augment the library holdings, particularly in cultural and economic geography."

D. Miscellaneous

1. Don't preach in your report. You are asked to make observations, suggestions, and recommendations only. If you feel some staff members are uninformed, say so, tactfully, and make a recommendation as to how they might become better informed. Here is an example of "preaching" in an evaluator's report from another state. It is part of a long paragraph that was placed under "recommendations," but notice it does not tell how to improve the program:

> "Language is a tool of communication between human beings. We get to understand other peoples through literature and civilization courses... Aural-oral facility is basic yet procedures of teaching all skills including reading and writing is essential if language is to be an effective tool of communication... Also, knowledge of basic concepts in the literature and civilization of the country whose language the graduate will teach is highly desirable."

2. Avoid making ambiguous statements. One evaluator, for example, made this observation:

> "The requirements for admission to the major are unusually high." One inference might be that the institution had set higher standards than it should, a clear censure. Or was it? Did the evaluator actually imply just the opposite--that the high requirements were good? There was no way to tell. The evaluator didn't say. When the institution received the report, the offiers read into this statement the first implication, one of censure. Please state your intent directly.

3. Ways of expressing Suggestions and Recommendations.

Basically, the visiting committee needs to decide whether the institutiion must "do" or "consider doing." In some instances, for the institutuon to "Study and report within one year" or to "re-evaluate" or otherwise "consider" the advisability of a change is a reasonable response to a perceived deficiency.

4. Words that have caused trouble in the past:

a. "more" (without specifying how much more)

b. "coordinate," "better coordinated," "more coordinated" (without specifying the exact nature of the uncoordinated state or who should do the coordinating or what an acceptable measure of coordination would look like.)

c. "organized" (without describing the extent of disorganization) also appears as "better organized," "more organized," "reorganized.")

d. "communication," as in "better communication" (without specifying how anyone would tell it had been achieved.

e. "It is possible" as in "It is possible for a person to graduate with no courses in reading." (without stating what percentage of students did graduate with no courses in reading or no competence in reading.)

5. Going Home

Do not take important notes with you. The limits of writing time are severe, but do your best to leave succinct and legible notes for the chairperson.

6. At home: The Need for Confidentiality

Once the committee has left the site, the means of communication about the programs is the document prepared by the chairperson. The initial draft of that report will be circulated to the institution and to the committee members only for correction of factual error. No additional material will be inserted at this stage, or any later stage. This draft document may indeed contain errors of fact and is not yet a public document.

Do not share contents of the report or your opinions about the programs with anyone. When you have returned your copy to the chairperson, or indicated "no changes" by omitting to do so, he will prepare a final document making only editorial changes and correction of errors. The report will be marked "Final Report" and sent to the Certification Review Board who will make recommendations to Teacher and Continuing Education affecting negotiations of the recommendations (if any) contained in the report. Following negotiations the report will be returned to the Certification Review Board with institutional response for consideration of the documents and their recommendation to the State Board of Education. The Commissioner will then place the report on the agenda of the State Board and they will take action.

This process is a long one. It is unfair to the institution for any member of the committee to discuss any matter pertaining to the visit, programs, or the report with anyone other than another member of the committee or the State Department of Education staff.

For better or worse, you need to have had your say before leaving the campus. The evaluation is tied to that time. Information developed later must be handled by the Chairperson and the Commissioner only.

We feel that if you understand the need for confidentiality, you will simply answer all inquiries about the visit with "The final report is not in."

STATE DEPARTMENT OF EDUCATION

Division of Teacher and Continuing Education

Research and Development

PROGRAM APPROVAL
of
TEACHER EDUCATION PROGRAMS
in
VERMONT INSTITUTIONS

INSTRUCTIONS
for the
CHAIRPERSON

January 1977

An Outline of Program Approval Report

I. Introduction

A. Names of committee members and affiliations and specialties they investigated at the college, dates of visit (SDE does this for you.)

B. General characteristic or special characteristics of visit, and what the committee did (your general comment).

C. Program Approvals: "The programs in _____ and _____ are approved subject to the response to the recommendations listed herein.

II. Observations and Recommendations: Each Recommendation in this section was a consensus of the committee and is (1) based on the observations stated, (2) important to carrying out purposes of the program, (3) clearly related to producing better teachers.

Note: These Recommendations by the consensus of the committee will be negotiated by a member of the State Department with the institution. The institution will respond to each of the recommendations telling the State Department (specifically the State Board of Education) what it intends to do about the recommendations in the way of concrete action within the year or within the time period expressed in the recommendation. Explain to the committee that the Department or the Board may vary time-frames recommended.

III. Observations and Suggestions (from individual committee members): These are not negotiated by the State Department with the college, although the college is asked to make a response to them as to their suitability and feasibility for the improvement of the program and the institution.

IV. Minority reports. Hopefully, there will be none, but committee members should understand that they will be heard if they feel completely out of tune with the majority.

What experience has taught us:

1. Time is short. Do all you can to assure that committee members have read the materials supplied them in advance. Time spent on the campus answering routine questions must be taken from depth interviews with staff and students and from scrutinizing documents and facilities that help your people really understand what is going on. Don't let them be pushed into the visiting expert role. Call special attention to the need to get notes in writing to you before departure.

2. People are edgy. Do all you can to assure that your people treat the staff of the institution visited seriously and humanely. The institution has much at stake in this visit. In the past some visiting team members have donned the mantle of official critic with unbecoming alacrity. It is not the responsibility of the institution visited to solve all the problems of teacher education. Reasonable assurance of competent graduates, substantial compliance with standards, a sense of direction, and awareness of assumptions are what we look for to start with.

3. The payoff is the evaluator's report. The Committee Members Handbook hits the high points on this matter, but in the interests of a substantial and helpful final report from the general chairperson, give the matter early and direct attention. Give time early for preliminary writing. Suggest right off that recommendations must go beyond the platitudes. Some committee members spend a lot of time saying things that they could have said without ever visiting the college: Of course classes should be smaller and held in better surroundings. Of course cooperating teachers should be better trained, better compensated, in better supply. Of course all programs should be more up-to-date, should include your favored components. Of course all purposes should be better expressed, more widely understood and discussed, and more systematically reviewed. And finally, of course, everything should be better coordinated, more adequately provided for, better understood by the staff, made available to more students. Of course. But such statements are almost useless to the college. The hard part is to suggest what the institution you are visiting might do for a start, and what it might do long-range. Firm recommendations can be used by colleges in promoting improvements with their boards of directors and in their fund-raising efforts, and in their own committees.

4. Most important: Program Approval is a strengths approach. The values of the best program will not be mentioned in the check-lists precisely because check-lists can't foresee them. Urge your team members to pursue and get details on any positive aspect of the program that may represent the real basis for program approval. Remind your team member that the use of the evaluation "instruments" that we have supplied are dangerous in the same way that mechanical teacher certification standards are dangerous.

   To put it in other words, team members in the past have noticed that the program being visited is missing this and missing that. Some lacks may be crucial and condemning. But as always, holes are noticeable; the whole fabric may be substantial and worth saving.

   If the program seems to be working well, the task of the team is not just to suggest what might be done to make it better (anybody can have innocuous opinions about that); the difficult task is to understand the essence and to put it into words.

   The Handbook sent to each of your committee makes up the balance of these suggestions.

5. From time to time evaluators will be attached to the committee as critics of the process--its efficiency, appropriateness, fairness, and general effectiveness. Arrange with this person for a time for feedback to the committee and give him or her what assistance is needed to evaluate the visit. This person is not a member of the team and should not be given substantive assignments affecting the outcome of the evaluation of the teacher education programs.

   Whether or not there is an evaluator attached to the team, we ask you to send us directly, or give to the State Department of Education coordinator at the site, your personal critique of the processes of the visit.

State of Vermont

DEPARTMENT OF EDUCATION

Division of Teacher and Continuing Education

MONTPELIER, VT 05602

Application for Approval or Reapproval

PROGRAMS IN TEACHER EDUCATION

January 1977

_____

Name of Institution

located at _____, hereby applies to the Vermont State Board of Education for approval of the Teacher Preparation Programs listed below:

ELEMENTARY EDUCATION

Undergraduate Graduate

OTHER

(describe)

Undergraduate Graduate

SECONDARY ACADEMIC SUBJECTS

(List specific subjects below)

Undergraduage Graduate

This is to certify that the information herein contained is correct, that the *catalog sent herewith is our latest publication.

President _____

Institution _____

City _____

Date _____

BACKGROUND DATA

1. Students enrolled _____

   a. Full time _____

   b. Part time _____

   c. Full time equivalent _____

2. Staff _____

   a. Full time on programs _____

   b. Part time _____

   c. Full time equivalent _____

3. Other Institutions cooperating (schools and colleges)

   a. _____

   b. _____

   c. _____

4. Length of practicum _____

5. Principal means of evaluation

   _____

   _____

5. Per cent of budget spent on programs _____

6. Income (tuition, etc.) from programs _____

7. Current school year budget for programs _____

8. Cost to student _____

STATE OF VERMONT
DEPARTMENT OF EDUCATION
MONTPELIER
05602

January 1977

WORKSHEET TO ASSIST INSTITUTIONS PREPARING FOR
INTERSTATE CERTIFICATION PROGRAM APPROVAL

1. The Institution's Self-Study Report should follow the directions found in Program Approval Standards. In addition, the institution should have a composite sheet which shows enrollment data, last year, current year, and projected, for each program submitted for approval.

2. Team members should receive the Institution's Self-Study Report, college catalogue and any material such as student teaching manual which is available, by mail, three weeks prior to the visit. The Division of Teacher and Continuing Education needs 5 copies of the above material for office use.

3. A work room at the site should be provided for the team. It should be centrally located and have access to a telephone to contact college staff if necessary. It facilitates the visit if college personnel meet with the team members in the team room. If the team is large, the room should accommodate several small group meetings or other rooms may be made available.

4. We would like a suggested schedule prior to the period of the visit. It is important that faculty and staff be available during the visiting days. If college personnel connected with the visit are going to be away during these days, please identify them so team members can arrange a convenient meeting time. The following is a list of college staff typically interviewed by team members.

Chairman and Overall Administration Representative
- President
- College Financial Officer
- Dean of Student Services
- Chairman of Education Department
- Academic Dean
- Registrar
- Admissions Director

Librarian
- Director and Staff of the Library
- Director and Staff of the Media Center

OVER

Program Members

Coordinator/Director of Elementary and Secondary Education
Chairman and Faculty of Academic Departments
Teachers of Education Courses
Supervisors of Student Teachers
Cooperating teachers: some members will visit sites: schools should be notified of this in advance and transportation provided
Students in each program being visited. (Students be interviewed in regularly scheduled classes or by planning special meetings.)
The ideal is for the Committee to interview all students in the program. The institution should get students to the campus for interview purposes.

5. Materials useful for team review available in the team room:

Minutes of committee meetings pertinent to teacher education
List of composition of committees on campus
Education course syllabi by program
Advising sheets, student teaching records and transcripts of previous graduates and current students by program insofar as possible within the law
Description of college programs for cooperating teachers
Official evaluations New England Association of Schools and Colleges
(See also self-study, pg. 3.)

6. Materials useful to team members and available at hotel

Schedule of prearranged appointments
Master class schedule
Pads of paper, pens and pencils
Campus maps
Name tags

The designated coordinator of the visit from the Division of Teacher and Continuing Education is readily available to assist the college as it prepares for a visit. Please feel free to call for assistance. 802-828-3131

Director of Teacher and Continuing Education — Robert B. Vail
Assistant Director, Teacher and Continuing Education — Henry S. Bissex

METHODS OF COMMITTEE SELECTION

Periodically, professional education organizations in the state of Vermont, Vermont Education Association affiliates and others, are asked to submit names of practitioners who would be qualified to serve on program approval committees. In addition the Federation of Teachers, the Vermont School Board Association, the Department of Education, the Vermont Superintendent's Association, and institutions having programs of teacher preparation are asked to submit names of possible committee members.

From these lists, and normally in the order that the names appear on the list, the committees are composed. A conscious effort is made to choose people who are not philosophically opposed to the approach of the program, to choose a majority of practitioners for each committee, and to select members representing a variety of constituencies. Not all of these criteria can be met in any committee: a committee that is large merely to be representative is not clearly superior to a smaller committee. Princi ly, however there are financial constraints that lead us to have committees large enough to do the job, but no larger.

When the list has been selected, it is conveyed to the institution for comment. Following that communication, the committee list is made final and communication with them about the substance and process of the visit is begun.

SEQUENCE CHECKLIST FOR STATE DEPARTMENT STAFF

1. Reminder to institution that visit is due, negotiate dates.

2. Application from institution, dates confirmed.

3. Application acknowledged, standards and procedures mailed.

4. Phone and write, collecting committee.

5. Write College, sending names and credentials of members, requesting approval of members.

6. Brief president and institution staff about purposes of visit, what they can expect:

    a. Three days (Sunday evening, Monday, Tuesday, Wednesday morning)
    b. Informal report on day three
    c. Institution is asked for self-study, for hosting lunches, for providing meeting room on campus, for making faculty and students available, two teas with students

7. Make reservations at local inn:

    a. Send names of Committee (Ask inn to confirm reservations directly to committee)
    b. Reception room Sunday evening, training space
    c. Conference room exclusively for use of committee
    d. Meals, etc., contract (Check with fiscal officer about form bill must be in to be paid.)

8. Write Chairperson, sending:

    a. List of participants, with vita for each
    b. Program Approval Standards and Procedures
    c. Copy of college's application
    d. Copy self-study material submitted by college
    e. Vitas of members
    f. Tell him what you are sending members and what institution is sending
    g. Housing, schedule details

9. Write Members of Committee sending some materials

10. Have Chairperson send reminder letter in week before visit introducing self, setting tone.

11. Confirm arrangments with inn.

12. Assemble material to take: Checklists, extra copies of everything, especially committee list, pencils, pads, nametags, folders, travel vouchers

13. Sunday, 2:00 p.m. meeting with chairperson and full committee for training

14. Sunday, 5:30 p.m. reception with Committee and institution staff, dinner, presentation by institution, appointment confirmation.

15. Monday, as determined Sunday evening.

16. Tuesday, as determined.

17. Tuesday evening, distribute and collect evaluations of Program Approval visit and expense account forms (ink, three copies - need SS #)

18. Wednesday, a.m. accompany Chairperson to exit summary with president.

19. Thank you letter to all members.

20. Mail copies of Chairperson's report to all members and institution for check of factual errors.

21. Transmit fact-checked copy to Certification Review Board for recommendations re negotiations.

22. Honorarium to Chairperson.

23. Process Expense Accounts of committee.

24. If full approval, submit to Certification Review Board for its recommendation to State Board.

25. If conditional approval, advise institution, set up date for beginning of negotiation.

26. Submit report with institution's response to recommendations to Certification Review Board for recommendation to State Board.

27. Prepare report and related documents for Board.

28. Notify institution and committee of Board action (send official minutes to institution)

29. Use report for annual review and next regular evaluation.

100M 6-74
Form AA-F-6A Per Diem
and Expense Account

* USE THIS PAGE TO GIVE US THE INFORMATION. SIGN OTHER COPY.

STATE OF VERMONT
In account with

* YOUR NAME

Street Address Where you want

City or Town check sent

* ---->

Social Security No. | Date

Department, Institution, or Agency

Office or Headquarters | City or Town Residence

Itemize all expenses as per INSTRUCTIONS ON BACK OF THIS FORM

DATE	EXPLANATION OF EXPENDITURE	TRAVEL		MEALS AND LODGING	OTHER	TOTAL
		MILES	AMOUNT			
	Write places from and to and number of miles ---------->					
	We will compute the amount at 15¢ per mile. ---------->					
	We cannot pay any phone charges.					
	Meals at $10.00 per day ---------->					
	TOTALS					

Approp. No. | Object | Code | Amount

TOTAL

Audited by: Date:

I declare under the pains and penalties of perjury, that the foregoing is a true and correct statement of the time actually spent, mileages actually traveled, and money necessarily paid out in the discharge of my duties as

from * , 19 to , 19

Employee's Signature * Sign here in ink

Supervisor's Approval

Signature Date